



Appoquinimink School District

THE WORLD IS OUR CAMPUS

College & Career Readiness Guide



PATHWAYS

Updated Spring 2022



PATHWAYS

Table of Contents

Overview

Welcome Letter by Superintendent
Introduction
Definitions and Terms

Post-Secondary Advisement Plan

Leadership
Experiences for Students
Xello Software Platform
Appoquinimink School District's Post
Secondary Advisement Plan (PSAP)

Capstone Portfolio

Capstone Team
Project

- i. Selection
- ii. Research
- iii. Presentation
- iv. Reflections
- v. Grading

Capstone Portfolio
Important Guides and Dates

Staff Roles and Responsibilities

Work-Based Learning

Leadership
Experiences

- i. Awareness
- ii. Exploration
- iii. Immersion

Badging
Workforce Readiness Fair

Social and Emotional Learning

Leadership

- i. Who

Restorative Practice

- i. Define

Core SEL Competencies

- i. Outline 5 competencies

Philosophical Statements

Advanced Standing - Institutions of Higher Education

Dual Enrollment
Advanced Placement (AP)
Early College Elective Pack (ECEP)



© Copyright 2022
Cover illustrations created by Freepik.com

Let's Get Started

School Board

Michelle Wall
Board President

Norm Abrams
Board Vice President

Richard Foresten
Board Member

Shawn Rohe
Board Member

Kelly Wright
Board Member

Appoquinimink School District

Matthew Burrows, E.d.D.
Superintendent

Sharon Pepukayi
Assistant Superintendent

TJ Vari, E.d.D.
Assistant Superintendent

Nick Hoover
Secondary Director of Curriculum, Instruction, & Assessment

Mike Trego
College and Career Readiness Coordinator

Dear students,

The Appoquinimink School District is excited to offer you the opportunity to prepare for college, career and life throughout your high school career. No matter which direction your path may lead, your high school experience will provide you with the support and guidance for a lifetime of success.

Our Pathways are designed to give you a headstart in your post-secondary endeavors. Every Pathway in the Appoquinimink School District leads to post-secondary Advanced Standing credits at many in-state and out-of-state colleges and universities.

In addition to coursework, students are required to complete the Delaware Department of Education's [Work-Based Learning Standards](#) in addition to the [Appoquinimink Workforce Readiness Curriculum](#). The Workforce Readiness curriculum culminates in the Workforce Readiness Fair in the Spring Semester of your 11th grade year.

Learning begins in the classroom where you will learn the skills of your chosen career field. These skills could be hands-on activities, career awareness, positive attitudes, or any variety of other employable skills. As you progress into a working environment, you will be utilizing these skills with your supervisor, co-workers, customers, and vendors. Your Pathway will present you with a variety of challenges and opportunities for furthering your education.

Work-based learning is successful due to its multi-faceted framework. Much like our District Beats, Work-Based Learning involves Collaboration, Creativity, Critical Thinking, and Communication to achieve the highest level of Engagement. Utilizing this model, you will find yourself among the most employable high school graduates.

Sincerely,



Matthew L. Burrows

Dr. Matthew L. Burrows
Superintendent
Appoquinimink School District

Definition and Terms

01

Career Fair

- Is for middle school and high school students
- Exposes students to a variety of career opportunities
- Allows students to explore a wide variety of career fields
- Connects schools with local businesses
- Engages employers and students in WBL opportunities

02

Career Technical Student Organizations

- Are for students enrolled in CTE education programs.
- Provide career and leadership development, motivation, and recognition.
- Are an integral part of education and employment transitions programs.'

CTSO's in Appoquinimink School District include:

- Business Professionals of America for business education students
- FCCLA for family, career, and community leaders
- FFA for agricultural education
- Prostart is for culinary education
- Educators Rising
- HOSA (Health Occupations Students of America) for health occupations education programs
- TSA for Technology education students

03

Cooperative Work Experience

- Is for high school students
- Is a formal arrangement between your school and an employer
- Allows you to do paid work while attending high school
- Is usually supervised by a school representative to make sure that it matches your educational goals
- Might require a class or seminar to supplement what you're learning on the job
- Is subject to Delaware child labor laws

04

Guest Speaker

- Is for middle and high school students
- Is arranged by a classroom teacher and/or Work Based Learning Specialist
- Provides insight into their industry
- Engages students through presentation and participation

05

Internship

- Is for 12th grade students who want real-world experience to supplement classroom learning
- Is a short-term work experience that allows students to gain practical skills and learn about an occupation.
- Student's are paid like other employees
- Involves certain legal requirements for students under the age of 18.

Definition and Terms

- 06 Industry Mentored Project**
- Is for high school students
 - Is project based learning led by industry partners
 - Can occur in the classroom or off campus
 - Engages students in real world experiences
 - Can be a current case study, problem, or fabricated
- 07 Informational Interview**
- Is for high school students
 - Allows students to ask specific questions of an industry representative
- 08 Job Shadowing**
- Ranges from a few hours to a few days.
 - Allows students to follow an employee on the job to experience real, day-to-day work in a specific occupation or industry
- 09 Mentorship**
- Is for anyone, at any stage in their career.
 - Is a relationship with someone who is seasoned in their career field. Your mentor may or may not be someone you already work with.
 - Can help guide your career decisions, both big and small.
 - Can give you additional information about an occupation, industry, or career. This can help you set or achieve your career goals.
 - Can offer guidance, support, and motivation.
 - Can range from a very informal to a formal relationship.
 - Can be face-to-face or via e-mentoring
- 10 Practicum**
- Is for students in 12th grade.
 - Allows students to complete a project related to their chosen career at a worksite
 - Allows students to use state-of-the-art technology and resources that may not be available otherwise
 - Focus is on student learning in a non-paid position
 - Allows students to demonstrate their knowledge

Definition and Terms

- 11 Service Learning**
- Is for learners of all ages.
 - Can be a short-term or long-term project.
 - Helps apply what is learned in a classroom or training to address community needs
 - Local businesses, social service organizations, and schools form partnerships to involve youth in service learning
- 12 Student-Run Enterprise with Industry Partnership**
- An opportunity for students to develop industry skills with an industry partner
 - Students run business connected to their Pathway
 - Allows students to apply specific skills under the direction of a supervisor from industry.
 - May occur on or off school site
- 13 Teacher Externship**
- Is for teachers to experience examples of how school learning is applied in real-life situations.
 - Helps teachers create lesson plans and activities
 - Are common during the summer
 - Are sometimes paid (through school district)
- 14 Volunteer Service**
- Is for students interested in making a difference and/or gaining new skills
 - Usually involves being assigned to a public service position for a certain length of time
 - Often includes pre-assignment training
 - Is most often unpaid
 - Sometimes includes other incentives
- 15 Worksite Tour**
- Is a guided tour of a business. It is for middle and high school students.
 - Is a chance to learn about work processes and the skill requirements of different jobs
 - Is a short-term experience that lets students explore many occupations at one time and ask questions
 - Is for an individual student or an entire class. It is usually more valuable for both students and employers when it involves a small group

Post-Secondary Advisement Plan

Access to Opportunity Tour

The Delaware Office of Higher Education presents to seniors for approximately 30 minutes at the beginning of each school year to share information on college application, employment and scholarship opportunities. This will not be occurring during the 2020-2021 school year due to COVID-19. Instead, the Office of Higher Education will be conducting virtual presentations throughout the year for students and parents. These opportunities will be posted to Schoology for students and sent home to parents through School Messenger.

AP/Dual Enrollment Night

This presentation, typically given in an evening in February or March, is geared to inform parents and students of the opportunities available to them through Advanced Placement and Dual Enrollment courses. Building Admin and School Counselors present for approximately 30 minutes on the various course options, benefits of taking more rigorous courses, and the financial incentives of earning college credits while in high school. After the presentation the School Counselors are available to answer questions from parents/students, and AP teachers from both high schools are also present to hand out information and answer questions.

ASVAB Testing

The Armed Services Vocational Aptitude Battery (ASVAB) measures student's strengths and weaknesses and provides career information for various civilian and military occupations. This test is administered to students grades 10-12 in the spring and fall. Due to COVID-19 the ASVAB test will not be available for students to take at ASD this year; however, students can take the test by contacting a local armed forces recruiter.

Access to Opportunity Tour

The Delaware Office of Higher Education presents to seniors for approximately 30 minutes at the beginning of each school year to share information on college application, employment and scholarship opportunities. This will not be occurring during the 2020-2021 school year due to COVID-19. Instead, the Office of Higher Education will be conducting virtual presentations throughout the year for students and parents. These opportunities will be posted to Schoology for students and sent home to parents through School Messenger.

Career Compass Lessons (Learning Styles, Personality Style, Interests, Goal Setting)

The Delaware Office of Higher Education Using the State of Delaware Career Compass, School Counselors present and work with students in ninth grade social studies courses to complete activities which will inform students of their learning styles, personality types, skills and interests, and also have students set short and long-term goals for themselves.

Boot Camp Series

A series of six (6) workshops geared towards helping parents understand and navigate the college process. Workshops will include (a parent panel, the college application process, FAFSA information night, Scholarship Searching, and a FAFSA completion event. The goal is to ensure all students (and families) have the support they need to access college.

City of Wilmington HBCU Fair

City of Wilmington Mayor Michael S. Purzycki and his administration host an Annual Historically Black Colleges and Universities (HBCU) Week along with a series of events during HBCU Week to engage the City's HBCU alumni and to expose the City's high school juniors and seniors to the missions, histories and proud legacies of these thriving institutions of higher learning.

College Application Workshop

The College App presentation is geared towards helping parents and students understand and thoroughly complete college applications. This presentation will include information on the various types of college applications, application timelines, the common application, and the differences between "Early Action" versus "Early Decision".

College Fair

This event takes place on the third Thursday of each October and is hosted at Appoquinimink High School, though it is open to the public. We send electronic invitations out to over 150 colleges and universities from surrounding states (Delaware, New Jersey, Pennsylvania, Maryland, Virginia, and New York). We also post this event on RepVisits, which colleges can see and can access a link to register if they did not see an email invitation from us. We invite a wide variety of institutions to participate in order to give our students and families as many options as possible, including HBCUs, non-HBCUs, trade/technical schools,

community colleges, military recruiters, and the Delaware Department of Labor. We also provide a variety of sessions for students and families at the event related to financial aid, the SEED Scholarship, NCAA recruitment and eligibility, and FAFSA completion.

College Tours

Each year the high schools organize 1-2 field trips to local colleges/universities where students receive campus tours, meet current students, and receive presentations from financial aid and admissions offices.

College Visits

Colleges throughout the country reach out to high schools to schedule official visits with students. This mainly occurs with regional institutions, though some schools from other regions of the country will also make visits to ASD schools, and all visit requests are almost always determined by the traveling and recruitment budgets of individual colleges/universities. AHS and MHS both have accounts through RepVisits, which is an online platform used for colleges to request official visits at high schools throughout the country. The majority of college requests we receive come through RepVisits, though we also accept and receive numerous requests through email each year.

Once a visit is scheduled it is advertised to students on Schoology. Students are provided a link to register for each visit and are issued an electronic pass to be excused from class to attend each visit they register for. Students

are not limited in regard to the number of visits they can register for and attend. Due to COVID-19, all college visits during the 2020-2021 school year will take place virtually.

College, Career and Cash (Stand by Me)

This three-lesson unit, provided by Stand By Me, provides students with a "Lifestyle Reality Check" activity where students see the actual cost of their ideal living situation 5-10 years after high school, how much money they will need to make to live the lifestyle they have chosen, as well as allows students to explore their career interests, possible career working environments and requirements, as well as short and long-term job outlook. We hope to offer these activities to our students virtually during the 2020-2021 school year.

Decision Day Celebrations

Each high school organizes a celebration event for seniors in May of each year. These events promote the future plans of each individual senior, and also includes all students in grades 9-11. These events include military recruiters, local college mascots, and DJs.



CTSO Activities

CTSOs work as an integral component of the classroom curriculum and instruction, building upon employability and career skills and concepts through the application and engagement of students in hands-on demonstrations and real life and/or work experiences through a Career and Technical Education (CTE) program. CTSO's help guide students in developing a career path, a program of study and provide opportunities in gaining the skills and abilities needed to be successful in those careers through CTSO activities, programs and competitive events. In addition, students have opportunities to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students as well as business and industry partners.

Employment Fair

This presentation, typically The ASD Employment Fair has proved to be a wonderful opportunity for business, industry, colleges, and military personnel to engage students about career opportunities that

currently exist or may become available post-secondary or after college graduation. We encourage employers to bring banners, posters, signage, displays, and any other marketing to showcase their company/organization. Additionally, we encourage them to:

- Help foster a student's understanding of industry and job requirements
- Inform the students of the job skills and employment requirements essential for obtaining employment in the field
- Provide specific information about current openings and summer employment
- Distribute employment applications and identify potential candidates
- Conduct on site informal interviews

Participation in this event is limited to 11th and 12th grade students. They must register in advance, receive a pass to attend, and dress professionally for the event.

FAFSA Completion Workshop

The FAFSA completion event is a hands-on, step-by-step workshop to guide

parents through the FAFSA application. Trained volunteers and staff will be available to answer questions and assist families to submit a completed FAFSA application. This workshop will take place in the computer lab to ensure parents have the technological resources necessary for successful application submission. Due to COVID-19, parents and students who need assistance with their FAFSA during the 2020-2021 school year will be encouraged to contact Stand By Me directly.

Guest Speakers

Guest speakers are an integral part of the work-based learning continuum and they are encouraged at all grade levels. In some cases, guest speakers are invited to speak in general about a specific industry and in other situations, they are asked to speak about a particular topic or skill. Guest speakers may visit classrooms to present lessons or they may join the class virtually. Reflection documents are provided and students are expected to complete the reflection documents and house them in their capstone portfolios.



HBCU Fair

The ASD Annual "THINK HBCU" Info Night takes place in September during HBCU Month; It is hosted at Middletown HS. The purpose of the event is to provide access and highlight these often neglected, post-secondary options, which provide a first-class educational experience to a diverse population of students. The event is primarily for students of the Appoquinimink School District and MOT Community but is free and open to the public. During the event, we partner with our in-state HBCU, Delaware State University, to provide an admissions overview, and highlight other components of the HBCU experience including Marching Band, Cheerleading, and Black Greek Letter Organizations.

Immersion Experience

Experiences integrate career and academic skills acquired in the classroom with skills and knowledge acquired in the workplace. The emphasis is on building employability, work readiness skills, and understanding applications of school-based learning to specific careers. Many students use these activities to help make decisions about future education and training opportunities. These experiences may be in-person placements or virtual experiences. They may include paid placements, practicums, service learning, and industry-led mentorships.

Job Shadows

These experiences are considered to be exploratory and will be encouraged for students in 10th and 11th grade. They may range from a few hours to a few days. A job shadow allows students to follow an employee on the job to experience real, day-to-day work in a specific occupation or industry. Students

may participate in job shadows in person or virtually. At the conclusion of the job shadow experience, students will be expected to complete a reflection document that will be housed in their capstone portfolio.

Lunch & Learns

"Lunch & Learns" provide opportunities for students to network with industry professionals and interact with them in a casual setting. In-person events during the school day are limited to small numbers of students to create an environment for conversation between students and industry professionals. When they are held during the school day, lunch is provided for students and industry professionals. All students regardless of their pathway are invited to participate in the "lunch & learn" events, even if the visitor does not represent their Pathway course of study. In the spring of 2020, we began to offer virtual "lunch & learns" utilizing the Zoom platform. Virtual "lunch & learns" will continue during virtual school and once visitors are invited back into the school building, we will offer both virtual and in-person experiences.

Military Lunch Visits

Due to COVID-19, any military visits scheduled with local recruiters during the 2020-2021 school year will take place virtually. In a typical year ASD high schools have military recruiters present during lunches 1-2 days per week to provide students with information and potential opportunities to serve in one of the US military branches.



Professional workers illustrations created by gstudioimagen - Freepik.com

One-on-One Counseling

Each student has an assigned certified School Counselor who meets with students one-on-one throughout the year as needed to discuss academics, college/ career opportunities, and social/ emotional well-being. Students can request these meetings with their assigned school counselor or their College and Career Counselor.

Rising Senior Boot Camps

This workshop is an overview of resources to prepare rising seniors to apply to college and provide options for paying for college. The goal is to make students and their parents aware of the college application process and financial aid as they approach their senior year.

Student Profile, Letters of Rec, College Application Lesson

Counselors present to all juniors in their ELA courses on the college search/application process, the need for letters of recommendation for college/ scholarship/job application, and the importance of having a Student Profile (brag sheet) for acquiring letters of recommendation. Students are also presented with information on the SEED and INSPIRE scholarships as well as the Delaware Apprenticeship Program. Students are provided with ample time to work on their individual student profiles in class, receive feedback and ask questions from counselors/ teachers, and even roleplay how to ask a teacher/other adult for a letter of recommendation in person.

Due to COVID-19, this presentation is provided to students virtually during the 2020-2021 school year.

Workforce Readiness Fair

The Appoquinimink Workforce Readiness curriculum was developed by a team of industry partners and designed to prepare our students for 21st century success. The curriculum contains four modules, including resume development, interviewing, networking, and workforce tips. Students are required to complete the curriculum prior to a work-based learning immersion experience so the curriculum is presented during the junior year. The Workforce Readiness Fair was developed to engage industry professionals with students and have these partners present the components of the curriculum through student workshops. In December 2019, 378 juniors from Middletown and Appoquinimink High Schools traveled to the Wilmington University campus for a Workforce Readiness Fair. Over 50 industry partners from various organizations offered workshops in resume writing and interviewing.



Illustration by storyset.com

In addition, a panel of alumni and guests answered questions about workforce tips, and students practiced networking with representatives from business and industry. At the conclusion of the event, students completed a reflection document to capture their experience. Our goal is to grow this event each year until every 11th grade student is able to participate. Planning has begun on the Workforce Readiness Fair for 2020-2021. Plans are also being explored for a virtual Workforce Readiness Fair, should the need arise.

Xello Inspire - Work-Based Learning for Students in CTE

Xello's Inspire program helps bridge the gap between education and the world of work. If your school participates in an Inspire network, you and your students will have access to additional features that enable students to connect with local career coaches and career-based learning opportunities.

CAPSTONE PORTFOLIO

The Capstone Project, previously referred to as the Senior Project, includes a portfolio of work from students' ninth, tenth, eleventh, and twelfth grade courses. These items will demonstrate students' knowledge and growth in their pathways via summative assignments and reflections on various experiences. The culminating project may include a placement with a local industry partner where students will be tasked with solving a problem in their chosen field, depending on which pathway a student chooses. In solving the problem, students may complete hours working alongside the industry partner, researching the problem, and presenting their findings to their pathway teachers and industry partners. Passing grades are required in all components of the Capstone Project for a student to earn the one-half credit and meet this graduation requirement.

Senior Project vs Capstone Project

The key difference between the traditional Senior Project and the Capstone Project is the product; with the Senior Project, students had an option of choosing one of three products worth 50 accumulated hours of work -- a creative product, a service learning product, or a research paper product. With the Capstone Project, students' products will be completed during their upper level pathway coursework and/or through immersion experiences. In terms of language, the word "product" will no longer be used and the three options are no longer available; instead, all students will complete an immersion experience -- a service learning experience, a practicum, an internship, or an industry led mentorship.

Students will still complete research as part of their immersion experience, present their findings to their pathway teachers and/or industry mentors, and reflect on the experience in their portfolio; however, the background paper and reflection processes will be determined by the culminating pathway course teacher or the capstone facilitator.

The work will be completed between May of junior year and May of senior year depending on the pathway [fall Capstone Courses can begin work in May of a student's junior year, but will primarily work between September and January of a student's senior year; spring Capstone Courses can begin work in May of a student's junior year, but will primarily work between January and May of a student's senior year; all year Capstone Courses and/or pathways without Capstone Courses will complete work between May of a student's junior year and March of a student's senior year, culminating on the Capstone Project Day when students will present their project].



Internship illustration created by Freepik.com

Teachers and students will not be expected to find these immersive experiences entirely on their own; the Capstone Facilitators, the Work Based Learning Specialists, and administration will work with faculty and students to help provide these experiences virtually and face-to-face.

One of the primary immersion experiences is the industry led mentorship, where we encourage students to meet with an industry partner to help develop their project for the capstone. We are currently working with online platforms and local businesses to identify these mentors for certain pathways and will continue working through the year on this. Each student completing the work-based learning requirements in addition to their capstone project will need to meet with an industry partner at least six times throughout their fifty hours.

The final course in the pathway is now designated for the capstone project. Teachers who teach this course will help guide students in this project. Since some pathways are larger than others, additional faculty support will be provided in those areas.

Students will continue to have a Schoology Capstone Course through their Advisory course. Previously, the course was built around the assignments; this year, the course will be organized by pathway, where the Capstone Facilitator and Pathway Teachers will build the assignments and provide all information. Students will continue to receive a ½ credit for the course, a grade in HAC, and this will be a graduation requirement.

The Capstone Portfolio must contain the following:

- 1 Capstone Project
- 2 Reflections
- 3 Evidence of work from previous courses
- 4 SSP - Xello evidence of completion

Frequently Asked Questions:

Why Change: Over the years students were able to select any topic and project. We would like to enrich that experience by providing guidelines that require it to be part of the pathway. The Capstone Project will help students make the transition from school to work/college/military service and network within their future career field. Students will derive a sense of “ownership” of a body of work that is a reflection of personal interests and abilities. The Capstone Project offers opportunities to expand individual knowledge, explore career paths, and apply learning to real-life situations that will serve to

benefit the student’s growth and promote life-long learning.

Pathways: Each student is enrolled in a pathway course. These are all outlined in the course catalog. As you read through you will see there are career and technical pathways as well as academic and art pathways for students to choose from. Students work with their school counselor to select a pathway early in their high school experience.

Capstone Course: The final course in the pathway is now designated for the capstone project. Teachers who teach this course will help guide and mentor students in this project. Teachers may have only a few students in a course taking the course as a pathway course. Teachers can refer to the pathway link to see which students in their course are taking it for pathway credit. These are students who will be completing the project for capstone credit.

Students with multiple pathways: Students are only required to complete one Capstone Project, regardless of the number of Pathways that they will complete. Students are able to choose their Primary Pathway and complete the related Capstone Project.

Grading of the Capstone: All teachers are responsible for assigning formative and/or summative pieces of evidence for students to place in portfolios (conduct checks periodically of the portfolio with provided rubrics and reflection documents). Teachers will assign one formative or summative per marking period for the portfolio; the assignment should demonstrate that the student understood the coursework, and when applicable, the pathway. The artifacts should be research-based, require students to show evidence and citations, allow them to collaborate, etc. Classroom teachers will also assign experiences such as guest speakers, community events, immersion experiences, etc. into the curriculum and assess portfolio reflections as experiences occur; these

experiences will be assigned to Work-Based Learning Pathways by the Work-Based Learning Specialists when appropriate.

Students will be assessed primarily by the Pathway Teacher and Capstone Facilitator. In many cases, the Work-Based Learning Specialist and Capstone Facilitator will provide necessary directions and rubrics to the Industry partners and Pathway Teachers to assess the presentation, but Classroom Teachers and Pathway Teachers will be assigned students in their senior year to check progress on research, immersion experience hours, and reflection. Traditional rubrics will be provided for the reflection, research, presentation, and immersive experience. Students will receive a half credit for the Capstone Project and each marking period will relate to a part of the project in order to gauge students’ progress (i.e. in marking period one -- identifying the problem & finding a placement, marking period two -- check-in in on the research & log of hours, marking period three -- completion of hours & research, marking period four -- presentation & reflection).

Cohorts: Each student will be assigned to a cohort group based on pathway. Pathway teachers will be assigned cohorts for their pathway, but will also act as mentors to those pathways in planning the capstone project. Faculty will also be assigned cohort groups related to their pathway in order to assist with the larger pathway groups.



Important Guidelines and Dates

Progress Point	Approximate Timeline	Who Approves
Ninth Grade Capstone Portfolio Items	Add two formative and/or summative pieces of evidence from each class	Classroom Teachers
Tenth Grade Capstone Portfolio Items	Add two formative and/or summative pieces of evidence from each class	Classroom Teachers
Eleventh Grade Capstone Portfolio Items	Add two formative and/or summative pieces of evidence from each class	Classroom Teachers
Project: Identify Problem through the Google Survey	Junior Year in Capstone Course [topic/placement must be approved prior to starting hours/project]	Pathway Teacher/Capstone Facilitator
Project: Find Placement	Spring of Junior Year until August of Senior Year	Student and/or Capstone Facilitator/Work- Based Learning Specialist/ Pathway Teacher [depends on pathway]
Project: Complete Hours (Forms, Research, Presentation Preparation, etc.)	Summer of Junior Year through Spring of Senior Year	Hours & Project: Pathway Teacher & Industry Partner Forms: Work-Based Learning Specialist [when applicable]
Presentation	Spring of Senior Year [as soon as hours or final project are complete]	Pathway Teacher & Industry Partner
Reflection	Spring of Senior Year [directly following presentation]	Pathway Facilitator/ Capstone Facilitator

Project Topic Selection and Approval

Students will work with Pathway Teachers throughout the junior year to identify an issue in their pathway that they can work towards solving in their placement during senior year. Placements can be related to previous immersion experiences and can include overlap with other experiences related to their field. Once students have narrowed down the issues they'd like to solve, they can start brainstorming placement opportunities. All students will answer the following questions about their issue and placement in order to be approved by their Pathway Facilitator at the end of their junior year

1. What Capstone course do you plan to enroll in during your senior year?
2. What is the issue you plan to research and solve?
3. Based on the issue you identified, what research do you anticipate conducting?
4. Identify two to three potential Industry partners who you can work with or placements where you could conduct your research and hours.
5. Have I spoken with and been approved by the following people: Pathway Facilitator, Capstone Facilitator, Pathway Teacher, and/or Work-based Learning Specialist?

Capstone Portfolio

The electronic Capstone Portfolio comprises the student's entire high school experience and demonstrates their growth within their pathway. It will be housed in Schoology and Google. With each academic year starting in 9th grade, students will be directed by their classroom teachers to upload two summative assignments for each class that best demonstrate their work in that class in that year, as well as reflections from additional pathway opportunities within the class (e.g. listening to a guest speaker). Appropriate Portfolio evidence can be but is not limited to: common assessments across schools; research papers; project-based learning assignments; or larger collaborative projects. In their senior year, students will also include their certifications, industry credentials, project research, and project reflection papers to their Portfolios. Upon graduation, seniors will transfer the Portfolio to their own personal accounts to be used beyond high school. The Portfolio contains these four components:



Capstone Project

The Capstone Project is a complex project related to an immersive experience within the student's pathway. Students will identify a problem that is related to their Pathway and then spend 50 hours researching the problem and possible solutions, working with Industry partners to direct their research and their solution. Students may complete hours as part of their work-based learning requirements, depending on the chosen pathway. All hours must be completed with the assistance of an approved industry partner in order to meet the work-based learning requirements [including the minimum requirements for touchpoints with the partner].

- Service Learning
- Practicum
- Internship
- Industry Led Partnership

In the course of a student's project, most of the fifty hours will be on-site placements, but with approval some can happen virtually. Outside of the student's placement, the student will be conducting research, preparing for their presentation, and completing any other required work for his or her pathway.

For work-based learning pathways, students must complete a minimum of six touchpoints with an industry partner throughout the fifty hours immersion experience. Information about the six touchpoints can be found in individual pathway information.



Capstone Presentation

A student's presentation will happen at the end of the fifty Capstone Project immersion experience hours. Students will present to Pathway teachers, Industry Partners, Classroom Teachers, and/or the Work-Based Learning Specialist as assigned. In immersive experiences, students are highly encouraged to present to the Industry Partners, who will be provided with the necessary documentation to assess the student. Students will be responsible for scheduling their presentations when they are halfway through the experience and give that information to their Pathway Teacher and/or Capstone Facilitator depending on the pathway.



Capstone Research

Research will be conducted through finding sources, using evidence, citing sources, and supporting a solution to a problem. Students are encouraged to branch out with their research experiences by interviewing experts in their pathways, working collaboratively to find information, and creating unique ways to present their research findings. Utilizing another student's work, plagiarizing, or falsifying documents will result in a meeting with the administration to determine if a student needs to start over on a new project or fail the capstone project, which will affect a student's ability to graduate.

Each pathway will conduct research according to their course requirements. Examples of exemplary work will be provided to students in the Capstone Project Course in Schoology. Some suggestions are Screencasts, Google Slides, proposals, or literature reviews based in APA format. The research will be included in the student's final presentation of their project.



Capstone Reflections

This paper is the narrative of a student's experience in their overall pathway and their capstone project specifically. A student will discuss their inspirations, their experience, their research, their outcomes, and their learning curve. This will be a formal presentation and will be given to a pathway teacher, pathway facilitator, and/or industry partner.

Illustration created by storyset.com

STAFF ROLES & RESPONSIBILITIES



Administrator

Student's assigned administrator will work alongside the capstone facilitator and teachers to ensure that students have access to extra resources and will make contact with parents and/or guardians when needed.

Helping Staff: Administrators should assist their assigned pathways/departments with questions about placements, integrating the project into the curriculum, etc. Additionally, administrators can help teachers stay on track with assessing their assigned students and receiving time to collaborate with their colleagues about building capstone work into the curriculum. Last, administrators can provide support to guidance in contacting parents or guardians and the Capstone Planning Committee with approving certain placements.

Helping Students: Administrators can assist with approving placements/industry partners [in addition to the Work-Based Learning Specialists, Pathway Teachers, and Capstone Facilitator]. Administrators can also assist with finding placements for students with IEPs, providing students with necessary transportation or required clothing/technology/etc. for placements, and contact parents or guardians when students are falling behind or in danger of not graduating.

Helping Capstone Planning Committee: Administrators can help the committee approve certain placements (face-to-face and virtually). Additionally, administrators can step in to discuss issues with staff and students when they arise.

Administrators can also communicate with parents, staff, and students about the project's timeline, requirements, etc. Last, administrators can provide resources and time to the committee to work with various pathways on integrating the Capstone Project into the curriculum.

Administration will also: Promote student learning through the support of work-based learning experiences. Administrators will foster an environment that encourages work-based learning and provides the necessary materials and resources for an effective work-based learning program.

Tasks will include (but not limited to):

- Support work-based learning programs in high school
- Participate in the work-based learning leadership team and advisory board meetings, as needed
- Support teachers, counselors, students, parents, and work-based learning specialist with resources, as needed
- Support relationships built with industry partners and welcome them to participate in school activities and experiences



Illustration created by Iconicbestiary - Freepik.com

Work-Based Learning Specialist

Support student learning through the facilitation of work-based learning experiences. The work-based learning specialist will act as a resource for teachers and serve as liaison between school and industry partners.

Tasks will include (but not limited to):

- Development of work-based learning opportunities for middle and high school
- Maintain network of employer contacts
- Share resources with CTE teachers regarding potential speakers, tours, and/or placements
- Serve as a member of local advisory boards
- Maintain participation records for work-based learning activities/hours (Immersion)
- Support teachers, counselors, and administrators with work-based learning resources, as needed
- Conduct site visits to develop and monitor student placements
- Support students with experiences across the WBL continuum and with capstone requirements

Schoolwide Capstone Facilitator

Tasks will include (but not limited to):

- Monitor all senior progress and assign juniors as needed
- Help students identify an issue to solve in their placement and help those who need extra support finding a placement
- Assesses students' progress in the project and assigns final reflection
- Provide extra support to Pathway Teachers and students

All Teachers

Tasks will include (but not limited to):

- Responsible for assigning formative and/or summative pieces of evidence for students to place in portfolios (conduct checks periodically of the portfolio). Teachers will assign one formative or summative per marking period for the portfolio; the assignment should demonstrate that the student understood the coursework, and when applicable, the pathway. The artifacts should be research-based, require students to show evidence and citations, allow them to collaborate, etc.
- Classroom teachers will also assign experiences such as guest speakers, community events, immersion experiences, etc. into the curriculum and assess portfolio reflections as experiences occur; these experiences will be assigned to Work-Based Learning Pathways by the Work-Based Learning Specialists when appropriate.
- Advisory teachers will share SSP and Capstone Project requirements and timelines with students, collect the information for the benchmarks for advisory each marking period, and communicate with Guidance Counselors, Career & College Readiness Counselors, and Capstone Facilitators about progress.
- Last, some teachers in Non-WBL Pathway Teachers will be assigned cohorts and paired with related WBL pathways to provide extra support to students.



Teachers who are not directly involved in teaching a capstone upper level course will be assigned five to ten students from related pathways that will need extra assistance in assessing students and communicating with appropriate staff in a cohort. Some of these duties will resemble the "reader" role from previous years of senior project.

- Checking and/or assessing research, reflections, portfolio, presentation, and hours are completed [this will vary depending on student and pathway]
- Enter scores/check off submissions in spreadsheet and in Schoology
- Contact counselor/administration/parents for students falling behind for each marking period
- Check in with industry partners at assigned checkpoints
- Verify 50 hours on tracking sheet by contacting industry partner who signed off on hours
- Alerting the Capstone Facilitator once students have completed all parts of the project

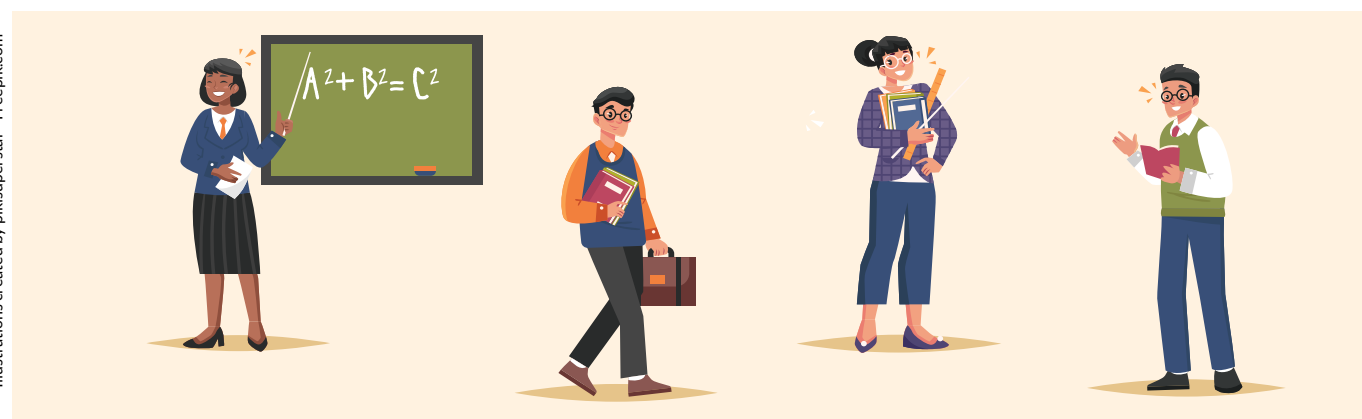
Pathway Teachers

facilitate student learning through the presentation of course content. Teachers will provide students with content knowledge and skills, and offer opportunities to practice these skills to ensure students become workforce ready.

Tasks will include (but not limited to):

- Provide course content material and give students an opportunity to demonstrate skills
- Support students in meeting the requirements of the work-based learning program
- Offer opportunities for students to interact with industry partners and explore work-based learning opportunities
- Collaborate with other stakeholders to engage students in workforce readiness curriculum
- In student's junior and senior years, pathway teachers are checking on student progress in their capstone project and helping identify/solve issues as they arise.
- Assign formative and summative pieces of evidence for students to place in their portfolios and conduct periodic checks of the portfolio
- Help students identify and issue to solve in their placement and help those students who need extra support in finding a placement
- Work cooperatively with the work-based learning specialist to offer a complete work-based learning program
- Assess student's progress in the project and assign final reflection

Illustrations created by pikisuperstar - Freepik.com



Roles for Guidance

School Counselor Secretary: Contact the Capstone Facilitator when new seniors enroll at the school or students withdraw from the school. The CF will add the students to the Schoology course and meet with the student.

School Counselors:

- Student's assigned school counselor will track student progress and contact parents and/or guardians as needed when students are not meeting the marking period due dates for the capstone project. Counselors will have access to the school spreadsheet for grading purposes. This is where the Pathway Teachers, Capstone Facilitator, or Work-Based Learning Specialist will update progress for every student.
- Counselors should review these spreadsheets periodically leading up to the close of each marking period and throughout the year to make sure students are on track and then contact parents or guardians when students are falling behind or missing assignments.
- Additionally, counselors should be a liaison between students and their Pathway Teachers/assigned teachers.

Industry Partners

assist with preparation of a 21st century workforce. Industry partners will work with the school staff and work-based learning specialists to support teachers and students throughout the capstone project and work-based learning curriculum.

Tasks will include (but not limited to):

- Offering support through participation in advisory boards and/or other avenues to provide professional guidance
- Assist teachers and work-based learning specialist with experiences
- Visit schools, if available, and participate in workforce readiness training events, work-based learning experiences, and various other school activities.
- Partner with students to offer placement experiences and/or mentorship
- May assess the final project and presentation
- Advocate for growth of the work-based learning program throughout the community

Students and Parents/Guardians

actively participate in work-based learning opportunities through their high school pathway. Successful completion of the work-based learning program will include workforce readiness training, an immersion experience, a portfolio, and a capstone project. Parents/guardians will support their student involvement through encouragement and logistics, and transportation, if necessary.

Tasks will include (but not limited to):

- Students will complete the minimum requirements identified in the work-based learning program and capstone projects and maintain accurate records of their participation.
- Students will maintain a level of professionalism while working with industry partners and will demonstrate acceptable behavior at school and at the worksite
- Parents/guardians will encourage their student to carry out effectively his/her duties and responsibilities at home and at the worksite

WORK-BASED LEARNING

WORK-BASED LEARNING STRATEGIC PLAN 2018-2022

Vision Statement

Students in the Appoquinimink School District will participate in a comprehensive work-based learning continuum that will prepare them for 21st century career success.

Mission Statement

Provide opportunities for students to expand their awareness of career pathways, participate in authentic work experiences, and provide training and skills necessary for students to be college and career ready.

Career and Technical Education (CTE)

provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners.

Career Pathways

Appoquinimink School District students will complete a course of study that will prepare them for college or career placement upon graduation. Pathway guidelines are outlined in the high school course catalog and will include a minimum number of work-based learning hours.

College and Career Readiness

CTE students in the Appoquinimink School District will graduate with industry experience and will have the opportunity to obtain industry credentials/certification in their area of study which could lead to college and/or career placement upon graduation.

Work-Based Learning

Work-based learning offers students the opportunity to engage in various experiences throughout middle and high school. Beginning in middle school, students will be exposed to career awareness and gradually expand their experiences to include career exploration and ultimately, career immersion. Through partnerships between local advisory boards, curriculum is reviewed and students connect with business partners to learn about workforce readiness and practical application of hard and soft skills throughout their high school career. Industry certifications, post-secondary advanced standing credits, and college and career readiness will be the result of a comprehensive CTE (Career and Technical Education) program of study.



Illustrations created by storyset.com

What Is Work-based Learning?

Work-Based Learning (WBL) is a set of instructional strategies that helps prepare students to become college and career ready. WBL experiences are structured opportunities for students to interact with employers or community partners at school or at a worksite. WBL integrates classroom learning in the Appoquinimink School District Pathways to help students draw connections between their Pathway coursework and future careers. Work-Based Learning experiences provide meaningful opportunities for students to engage in authentic work experiences. These experiences may include in-school and out-of-school options and they may be individualized or performed with a group. While it is preferred that students participate in-person, there may be opportunities for virtual experiences and these are acceptable for the completion of work-based learning requirements.

Workforce Readiness Curriculum

Students learn skills vital to career success, including writing a good resume, networking, interviewing, and general workplace etiquette. This curriculum is available to students and staff through the Schoology platform and additional resources will be available in the Inspire platform. Students will be expected to participate in a Workforce Readiness Fair during their junior year and upon completion of the fair, upload a completed resume and reflection document to their portfolio.

Work-based Learning Continuum

Career Awareness: Experiences help students learn about a variety of careers, the education and training required for those careers, and typical pathways for career entry and advancement. Career awareness activities expose students to a wide range of occupations in the private, public, and non-profit sectors.

Career Exploration: Experiences help students learn about the skills needed for specific careers by observing and interacting with employees in the workplace. As a next step after career awareness, career exploration experiences increase focus on specific careers in which students have an interest or aptitude.

Career Immersion: Experiences integrate career and academic skills acquired in the classroom with skills and knowledge acquired in the workplace. The emphasis is on building employability & work readiness skills and understanding applications of school-based learning to specific careers. Many students use these activities to help make decisions about future education and training opportunities.



Illustrations created by storyset.com

WORK-BASED LEARNING STRATEGIC PLAN 2018-2022

GOALS

Awareness & Exploration

Students will be exposed to a variety of Appoquinimink School District Pathways in their middle school course of study and complete a variety of career awareness activities. Throughout their high school course of study students will receive training and practice in the area of workforce readiness

- Provide student Pathway ambassadors for 8th grade high school preview night
- Facilitate work-based learning experiences for students along the WBL continuum
- Develop a system for “Lunch and Learns” where students will be invited to meet in a small group setting with industry partners

Establish Advisory Boards

Advisory boards will be established for each of the CTE Pathways and the Work-Based Learning Specialist will serve on each respective board. Boards will meet regularly and operate according to established by-laws.

- Establish advisory boards in each of our CTE Pathways
- Recommend minimum WBL hours for each CTE Pathway

Immersion

Students enrolled in a CTE pathway will complete the minimum hours of work-based learning as defined for their program of study.

- Pilot WBL placements in NAF, Healthcare, & Culinary Pathways
- Conduct a meeting with parents of 12th grade students that will be eligible for work-based learning experiences in the 2018-19 SY
- Continue to scale student placement opportunities across Pathways

Accomplished Goals

January 2017-Present

- Development of advisory boards
- NAF, Healthcare, Culinary and Hospitality, Education, AgriScience
- Hired two Work-Based Learning Specialists for the Appoquinimink School District
- Established a network of employers for potential student placements

January 2018-March 2018

- Continued facilitation of current advisory boards
- Developed WBL guidelines and documents that are consistent with Delaware Department of Education and Department of Labor requirements
- Prepared to pilot WBL placements in NAF and Healthcare pathways
- Developed a tracking sheet for student WBL hours and pilot with NAF and Med Tech pathway teachers--google sheet
- Continued to expand employer network
- Defined the role of "business partner" and established guidelines for approval
- Determined minimum WBL hours for each CTE pathway and created a system to document student participation
- Developed a program to implement workforce readiness training for students
- Develop a one-pager for Work-Based Learning

April 2018-June 2018

- Piloted a documentation system for work-based learning hours and experiences
- Continued to expand employer network and develop a system to organize network resources
- Developed a work-based learning toolkit with contracts, forms, and contact information. Toolkit includes policies for student eligibility, disciplinary procedures, attendance, challenges, and reporting of concerns by student, parent, and/or employer.

June 2018-December 2018

- Continued facilitation of operational advisory boards
- Hired 2nd Work Based Learning Specialist
- Developed a Work-Based Learning handbook for employer partners
- Developed a quarterly WBL newsletter to be shared with stakeholders (electronic and/or paper)



Illustration created by Iconicbestiary - Freepik.com

2019-2022

- Establish a network of employers for potential student placements
- Continue facilitation of current advisory boards
- Conduct site visits to assess for various WBL experiences
- Develop a system to recognize business partners (i.e. Featured Business of the Week)
- Plan and present a business partner appreciation reception
- Plan a worksite tour experience for teachers to occur on PD day
- Develop a WBL social media platform
- Conduct a meeting with Parents of 11th grade students that will be eligible for work-based learning experiences in the summer of 2019

Business Partner FAQ Sheet

What is work-based learning?

Work-based learning is a continuum of experiences that prepare students for college and career success. Experiences begin as early as middle school and include awareness, exploration, and immersion opportunities for students. Career fairs, job shadows, guest speakers, mentoring, and practicum placements are just a few examples.

How does work-based learning benefit students?

Students become workforce ready through a series of work-based learning experiences that will prepare them for college and career skills in the 21st century. Students will also learn and practice social skills and workplace etiquette that will prepare them for future success.

How does my business benefit?

Work-based learning programs provide networking opportunities between schools, civic organizations, and business partners. These relationships lead to collaboration regarding curriculum, programs, student preparation, and placement opportunities. Ultimately, business partners advise the training of a skilled pipeline of future employees. In addition, business partners receive public recognition for support of schools and students in our community.

How can I participate as a business?

Business partners can help in a variety of ways. Effective work-based learning programs include a continuum of experiences that include class visits, job shadowing, mentoring, field trips, interviews, workforce readiness training, industry mentored projects, practicums, internship placements, and more. Business partners may act as resources for students and teachers throughout this program, working with and for students. Work-Based Learning Specialists within the Appoquinimink School District can provide additional information about ways to get involved.

Will I be required to hire/pay students?

While there are opportunities for paid internship experiences and they are greatly appreciated, financial compensation may not be required. Work-based learning includes practicum experiences that would be unpaid and for those students requiring paid internships due to program requirements, scholarships and financial support may be available. At the conclusion of a placement (paid or unpaid), you are under no obligation to offer continued employment to the student.

What is my time commitment?

Any time that is devoted to students and teachers is greatly appreciated. Some partners may have very limited time and will visit for one hour per year as a guest speaker while others may be in a position to dedicate one hour per week to work with students in an industry mentored project or enterprise. There will also be opportunities to mentor students and supervise them at your business location through practicums or internships. It is completely up to you as an individual and business partner to determine the time you are available to partner with our schools on work-based learning activities. We value you and welcome any amount of time you are able to share your expertise.

Business Partner FAQ Sheet

Do I get to pick the students I am going to work with?

Student placements will vary depending upon pathway requirements. Some placements will occur in the school while others will travel to the place of business. Considerations for placement will include minimum placement criteria as well as transportation and availability of the student. If you should choose to require an interview as part of the selection process for a student, that may be an additional requirement.

How will we promote partnerships?

Our business community members are valued partners in education and we want work-based learning to be mutually beneficial for all parties. We are committed to supporting our business partners as they support our schools. Efforts are made to celebrate business partnerships through social media, school board meetings, digital and print signage, and through the local media.

How can I get involved?

If you would be interested in working with our students and staff to provide opportunities for work-based learning, simply contact one of the work-based learning specialists within the Appoquinimink School District. You may indicate your level of interest and select ways that you might partner with our schools. An employer profile sheet will be kept on file and the work-based learning specialist will use that information to connect you with the appropriate staff member and students as work-based learning opportunities arise. An MOU will be established to outline the specifics of the partnerships between the Appoquinimink School District and the business.

FOR MORE INFORMATION:

Email: WBL@appo.k12.de.us

SOCIAL AND EMOTIONAL LEARNING

Within the Appoquinimink School District, Social Emotional Learning (SEL) occurs across grade levels and across curricular areas, within the natural learning environment. This approach aids in the generalization of skills since they are taught in the same environment and context where they are needed to be performed. Given the broad scope of SEL, all staff (including professional and paraprofessional staff) as well as parents and community members take part in the SEL of students. Learning extends beyond the classroom and into the home, community, and eventually the workplace environment.

A Multi-tiered System of Support (MTSS) framework applies to the development of SEL competencies. Within this framework, all students receive Tier I supports which include the integration of SEL into the general curriculum as well as specific instruction of skills at the school and classroom level. To accomplish this task, Building Community Toolkits are created for each school day to provide customized and developmentally appropriate SEL instruction in small chunks to all students throughout the day. Targeted groups of individuals who require more specific and intensive instruction in one or more areas of SEL may receive Tier II and/or Tier III interventions and instruction which may consist of small group or individualized supplemental instruction, training, and/or practice.

Across the Appoquinimink School District, specific school-wide interventions and supports include:

- 1 **Rest & recovery spaces** (take a break/cool down area)
- 2 **Small Group Social Skill Building**
- 3 **Mindfulness Activities** (deep breathing/meditation/reflection)
- 4 **Restorative Practices**
- 5 **Check in/Check Out**
- 6 **Mentoring**
- 7 **Positive Behavior Supports**

Five SEL competency areas from the Collaborative for Academic, Social, and Emotional Learning (CASEL) are acknowledged within the Appoquinimink School District. These competencies are described below and also linked to specific in demand skills from employers:

SELF-AWARENESS

Recognizing feelings as they occur; having a realistic assessment of one's own ability and values; developing a well-grounded sense of self confidence

SELF-MANAGEMENT

Handling emotions so they facilitate rather than interfere with the task at hand; delaying gratification to pursue goals; persevering in the face of set-backs

SOCIAL AWARENESS

Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups

RELATIONSHIP SKILLS

Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, negotiating solutions to conflict; seeking help when needed

RESPONSIBLE DECISION-MAKING

Accurately assessing risks, making decisions based on a consideration of all relevant factors and the likely consequence of alternative courses of actions; respecting others; taking personal responsibility for one's decisions.

SOCIAL AND EMOTIONAL COMPETENCIES	EMPLOYEE SOCIAL AND EMOTIONAL SKILLS (in demand skills from employers)	
SELF-AWARENESS	<ul style="list-style-type: none">• Positive attitude• Flexibility• Ability to apply skills to real-life settings• Openness to developing/ learning new skills• Sense of self-worth	<ul style="list-style-type: none">• Ability to innovate• Confident• Creativity• Commitment• Shows flexibility
SELF-MANAGEMENT	<ul style="list-style-type: none">• Initiative• Works well under pressure (e.g., manages emotions)• Punctuality• Ability to work independently• Detail-oriented• Strategic planning (e.g., setting and achieving goals)	<ul style="list-style-type: none">• Strong work ethic• Time management• Entrepreneurial thinking• Reliability• Organizational skills• Adaptability• Budgeting• Self-discipline
SOCIAL AWARENESS	<ul style="list-style-type: none">• Cross-cultural sensitivity• Ability to work with people of different backgrounds/cultures	<ul style="list-style-type: none">• Supervision of others• Respects individual differences
RELATIONSHIP SKILLS	<ul style="list-style-type: none">• Written and oral communication skills• Listening skills• Conflict resolution• Teamwork and works well with others	<ul style="list-style-type: none">• Effective communication• Ability to collaborate• Management skills• Responds to customer needs
RESPONSIBLE DECISION-MAKING	<ul style="list-style-type: none">• Integrity• Honesty• Analyze and solve complex problems• Ability to evaluate information from multiple sources	<ul style="list-style-type: none">• Critical thinking• Reasoning• Civic participation and engagement• Ethical and sound decision-making• Observes carefully

RESTORATIVE PRACTICES

The Appoquinimink School District is committed to fostering Restorative Practices. Restorative Practices are deliberate and intentional tools and strategies that facilitate the building of healthy relationships. When individuals live in healthy and life-giving relationships with others, there is abundant personal growth, capacity for character building, and high-level achievement. Translated into school communities, we believe it is important for all students and staff to build positive relationships with one another, as this produces the best academic, social, and emotional outcomes. When a harm occurs in the community, healing is a process essential to restoring healthy relationships with the understanding that harm-doers should be held accountable for and take an active role in repairing harm. Conflict is resolved through honest dialogue and collaborative problem-solving, while addressing the root cause and the needs of those impacted.

Following a harm, staff shall work with the student and others involved to determine how to repair the harm caused and provide restitution whenever possible. To the extent possible, consequences will be given that match the function of the infraction. For example, if an infraction involved destruction of school property a consequence including a measure to restore the damage shall be considered for inclusion. Similarly, if an infraction involved a harm to a social relationship, a consequence including a measure to restore the relationship, a loss of a social privilege, and/or another activity that strengthens a pro social skill may be considered.



Advanced Standing - Institutions of Higher Education

Definition of Dual Enrollment

Dual Enrollment allows students who are still in high school to take college-level courses and accelerate their educational achievement. Dual enrolled students earn credit towards high school graduation, while at the same time earning college credits. Most Dual Enrollment courses are conveniently offered on the high school campus (unless otherwise noted).

Registration fees, tuition and lab fees are waived for Dual Enrollment students if the course is mandatory for their pathway. All services available to regular college students, such as use of the Library and Tutoring Center are also available to dual enrolled students. Textbooks are purchased by the participating public high schools.

Dual Enrollment is an accelerated path to and through college, saving time and money. Dual Enrollment expands Career Tech Education Pathways at high schools or provide more college readiness courses that are often transferable to four-year colleges. Students who complete even a single college class are more likely to graduate from high school, attend college, persist in college, and complete an Associate's degree or higher.

Schedule

Appoquinimink School District offers eight credit hours per school year, during regular school hours. This gives all students 32 credit opportunities prior to graduation. This allows students to not only complete their selected Pathway, but take additional credit hours to enhance their transcript and improve their high school experience, both inside and outside of their school. Appoquinimink School District high schools operate on a four class per day schedule. Classes are generally 90 minutes each. This schedule allows for an increased academic opportunity, year-long learning experience, and increased instructional time. We encourage our students to maximize the number of opportunities offered at school, both academic and extra-curricular.

Dual Enrollment in Appoquinimink

Dual Enrollment courses are college courses taught and supported by Appoquinimink School District faculty. ASD faculty act as adjunct instructors and teach the college courses during the school day or in an online format outside of the school day. Students taking Dual Enrollment courses earn high school and college credit at the same time. Students receive a transcript from the partnering college or university once the credit is earned.

Local colleges and universities offer special programming for students interested in taking college courses on campus while still enrolled in high school. Students can choose to take courses during the school day with special arrangement through the counseling department, after school hours, or over the summer months. Local institutions, including Delaware State University, University of Delaware, Wilmington University, and Delaware Technical Community College offer early college, on-campus opportunities to high school students.

IN-STATE DUAL ENROLLMENT OPPORTUNITIES



How do I get started as a Dual Enrollment student?



Delaware Tech

1. Register online at www.dtcc.edu and select "Courses Only - Stanton" as the application type and "Dual Enrollment" as the program of study.
2. Complete the Dual Enrollment/Visiting High School Student Registration form (paper copy).
3. You will be billed for the course shortly before the start of the semester in which you take the dual enrollment course.



Delaware State University

1. Complete dual enrollment application (paper copy).
2. Complete dual enrollment registration form (paper copy).
3. Complete the Permission to Disclose Education Records form (paper copy).
4. You will be billed for the course shortly before the start of the semester in which you take the dual enrollment course.



Wilmington University

1. Visit www.wilmu.edu and click "Apply Now" and complete Wilmington University dual enrollment application.
2. Complete the Request to Disclose Education Records form (paper copy).
3. Complete the Wilmington University Student Responsibility form (paper copy).
4. You will be billed for the course shortly before the start of the semester in which you take the dual enrollment course.



University of Delaware

UD offers **Culinary and Hospitality Management (HOSP 180)** course for all Delaware high school students in grades 11 and 12. Students can take the course as a required course or elective course at UD, depending on selected major.

Step 1: Complete [ASD Interest Form \(https://bit.ly/3tdRzon\)](https://bit.ly/3tdRzon)

Step 2: Print and fill out UD registration form <https://bit.ly/3HxWjdS>
Submit form to your school counselor with your \$75 course fee

Step 3: Complete the online application form at the [link](https://bit.ly/3luBb9p) provided.
<https://bit.ly/3luBb9p>

Step 4: Upon submitting the application, students immediately receive a generated confirmation email with a PIN# and username to log into their own personal UD Dual Enrollment portal page.

Step 5: Within 48-72 hours, a UDID number and academic record will be created for each student, and each student's ID number will then be populated on his/her personal page. Students receive a generated email, instructing them to log into their portal to create their UD email.

Step 6: Once the UD email is created, the address will then populate on their portal page.

Step 7: Students will also need to continue to complete the paper registration form (attached) to request course enrollment. Once the registration forms are collected from the schools, they can be emailed to: elatimer@udel.edu

Dual Enrollment and Early College Programs

	<p>Early College Courses Offered:</p> <p>https://bit.ly/3C13MRw</p> <p>Cost: Free for asynchronous courses, \$75 for synchronous courses. (space may be limited)</p> 
	<p>Dual Enrollment Courses Offered:</p> <p>Cost: \$165.00 per course(plus \$35 DSU fee)</p> <ul style="list-style-type: none">• Trigonometry – Prerequisite: Algebra II with a C or better• Multicultural Education• Spanish Conversation <p>Early Bird Courses Offered:</p> <p>https://bit.ly/358UXJp</p> 
	<p>Cost: \$165.00 per course</p> <p>Dual Enrollment Courses Offered:</p> <ul style="list-style-type: none">• Anatomy and Physiology (Bio 120)
	<p>Cost: \$25.00 per credit hour</p> <p>Early College Courses Offered:</p> <p>https://bit.ly/3sp8RzC</p> 
	<p>Cost: \$165.00 per course</p> <p>Dual Enrollment Courses Offered:</p> <ul style="list-style-type: none">• Music 101 <p>Early College Courses Offered:</p> <p>https://bit.ly/3BYEumX</p> 
	<p>Cost: Tuition varies by program</p> <p>Early College Courses Offered:</p> <p>https://bit.ly/3szEBm1</p> 

Credits & Grading

You will receive a final course grade for each class in which you enroll. You will not receive Marking Period grades, unless otherwise noted.

Please be aware that the Dual Enrollment college classes are real college classes and therefore, they will remain on your transcript from that college forever.

Deadlines and Dropping a Class

Dual enrollment students follow the same rules as college students. This means, if a student wishes to drop a class or change their schedule, they have to do so by the published Appoquinimink School District deadlines. If they miss a deadline, the student will remain in the class and their grade becomes part of their college record.

To withdraw from a course, students must have permission from their high school counselor or other person in charge of the Dual Enrollment program and do so before the deadline. The high school counselor must submit the required paperwork.

Attendance

If you are enrolled in a Dual Enrollment course, make sure to familiarize yourself with that school's schedule. Breaks and holidays might be different than at your high school, and each professor can establish their own attendance policy. The attendance policy might be different for different courses you take.

Instructors will provide you with a syllabus, which includes their attendance policy. The syllabus is the contract between the instructor and student, so make sure to adhere to it. If you must be absent, you should notify and get permission from your instructor prior to your absence.



Illustrations created by storyset.com

Student Resources



TEXTBOOKS:

The school will provide you with your textbook(s) for the course. Please note this textbook is the school's property so you must return it at the end of the semester. For this reason, try to refrain from writing (or damaging) the book. Use post-it notes and highlighters so you can "talk-to-the-text" in your book.



OFFICE HOURS:

Find out whether your professor is offering office hours at your high school. It might be before or after the class begins. Be sure to utilize office hours. This is the best time to ask questions and get to know your professor. If your professor is not hosting office hours then arrange a time that works for the both of you to meet by emailing your professor or approaching him/her before/after class.

SYLLABUS:

This is the golden paper for your course. Please hold onto your paper syllabus! It lists the professor's email, name, contact, & office hours. Also s/he will list the textbook, readings, assignments, due dates, & sometimes even instructions. They may not always remind you in person when something is due, but if it is written on the syllabus, it is due!

How do I get an A?

1. Go to every class. In college, it can be tempting to skip a class because the professor may not collect assignments every day. **HOWEVER, skipping classes almost guarantees failing the class.** You miss out on notes and fall behind VERY quickly. If you know you're going to be absent ahead of time (i.e. family going on vacation), **TELL THE PROFESSOR AHEAD OF TIME.** Email or talk to them before/after class. Make arrangements for notes (for example, ask a classmate if you can get a copy of their notes when you get back), and make arrangements if there's any assignments due the day(s) you will be absent. An unexcused absence on a day of a quiz or test means you can not make up that quiz or test, unless you have special pre-arranged permission from the professor. This means, if you do not tell the professor ahead of time of your absence, you will receive a zero for that quiz/test. **PLEASE NOTE YOUR TEACHER OF RECORD IS TAKING ATTENDANCE EVERY DAY.**

2. Notes are your best friend. Professors may not collect a lot of paperwork or handouts. Some classes will be heavy lectures. This means your notes are your guardian angel. It's how you study/review for a test, or prepare for an essay. For example, you can quote/cite your notes for an essay.

3. The syllabus is everything. Go through the paper syllabus and highlight any **DUE DATES.** This will serve as a reminder to you about assignments, their deadlines and all the professor's policies. If you lose it, ask for another one from your peers or professor.

4. Keep a planner. Write down due dates and homework. And/or **USE YOUR PHONE** calendar/alarm to set reminders.

5. Network! Get to know and get contact info for at least one other person in your class. College courses are a great way to build a social network of friends and peers who also share in your desire to achieve your college dreams!

6. Form a study group! The number one feedback from former students now in college is how helpful it is to study with peers! This means meeting up with **1 or 2 (or more) other people from your class.** This can be at the library, at cafes, at coffee shops; it can be on campus or off campus. It makes studying/reviewing/ practicing/ asking questions **SO MUCH easier and fun.** You can eat, & it's relaxed. What you know, you can teach. What you don't know, you can learn from each other. Again, it can be awkward & weird to talk to strangers in your class, but **EVERYONE benefits from study groups.** Please try it out!

7. Observe others. Which specific strategies are your peers using that seem to help them (do they make flash cards? Does writing notes in a notebook work better than typing? Do they use their phone for calendar/date reminders, or use highlighters, or participate in class?)

8. Ask for help! Asking for help is part of being human. Many students struggle their first time in college because they hesitate to ask for help (or are too shy); unfortunately they learn the hard way that you **HAVE TO seek help and tap into resources!** Thankfully, you're getting to practice college early; please practice asking for help! For example, if the professor assigns an essay and you're not sure what to do, email the professor requesting a time when you can meet with her/him, or **ask the Professor questions after class.**

9. FAST PACE: College classes can be harder, because, well...they're college! Do not slack off, do not skip class, and do not procrastinate. If you do, you'll fall behind quickly, & you'll want to give up. The best plan is to get your **GAME FACE** on & be organized from the beginning. Do your reading, do your homework, go to all classes. **DO NOT PROCRASTINATE!**

What if I am struggling?

REACH OUT

- 1. Self-advocate!** College can be difficult! Life can be difficult! Don't suffer in silence.
- 2. Don't wait to ask for help.** You are not expected to remember or understand new concepts right away; that's the point of being a student! The earlier you reach out, the better--don't be shy.
- 3. Which resources can you reach out to--whether a place or a person?**
 - a. If you're not sure who to first ask, think of a friend in the class, the teacher of record, the professor, a student who took the class/professor before, or any other advocate you have on campus.
 - b. Does your school site have tutoring or after-school academic support? Try to attend and receive support.



- 4. Be prepared** to ask your instructor plenty of questions but be sure to ask them when appropriate (not when they're in the middle of teaching or a meeting) and ask as early as you can (not on the day something is due) so they see you're being respectful of their time and capacity.

TRY STRATEGIES

- 1. Review your notes.** Highlight and use post-it notes (in your notebook and in the textbooks).
- 2. Talk-to-the-text.** Next to paragraphs or sections in your reading, write a quick summary (one sentence or phrase) that summarizes that section (what is it about?)
- 3. Questions come up?** Email them to your professor; CC your teacher of record.
- 4. Initiate or join a study group.** Remember, even meeting up with at least one other person at a cafe or after class and talking about what you're learning, asking/answering questions, sharing ideas, reviewing notes, reading together can make a HUGE difference and be VERY HELPFUL. Two brains are better than one!
- 5. Make flash cards.** Use them.



Frequently Asked Questions



- What if a student drops the course by the end of the ASD drop/add period?**

There is no grade penalty.
- Attendance policies? Different from high school?**

Follow the attendance policy of respective college/university courses.

- What if a student drops a course after the ASD drop/add period but before the end of the college/university drop/add period?**

There will be no grade penalty. Students will receive a 'W' on ASD transcript. There will be no monetary reimbursement by ASD or the cooperating college/university.
- How are Dual Enrollment courses weighted?**

Weighted the same as AP.
- If online, can a student get early release to complete?**

Yes, if the student is a senior and his/her schedule permits.
- What if a student's parent teaches at the college and gets free tuition for the child?**

All students must pay tuition to ASD. Dependents of college employees could seek reimbursement from that institution.
- How does a student receive their dual enrollment credit at the college level?**

Students must request an official transcript from their dual enrollment college to be sent to the college that they are attending. The request must come from the student, your high school can not make this request. Colleges will not grant credit based on the high school transcript.

Notes

Lined area for notes on page 42.

Notes

Lined area for notes on page 43.



Our mission is to provide a world-class education where each of our students gains the knowledge, understanding, skills, and attitudes needed to contribute and flourish in a global society.

Appoquinimink Board of Education:

Norm Abrams, Vice President
Richard Forsten, ESQ.
Shawn Rohe
Michelle Wall, President
Kelly Wright

District Leadership:

Superintendent
Matthew Burrows, Ed.D.

Asst. Superintendent, Grades PreK-5
Sharon Pepukayi, Ed.D.

Asst. Superintendent, Grades 6-12
Thomas J. Vari, Ed.D.



Appoquinimink School District
THE WORLD IS OUR CAMPUS